

Midland Park Elementary

2415 Midland Park Road
North Charleston, SC 29406

Grades	PK-5 Elementary School	
Enrollment	560 Students	
Principal	Mr. Robert Candillo	843-574-2183
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	21	74	39

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Good	No
2006	Below Average	Below Average	Yes

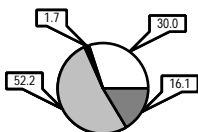
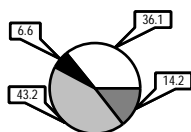
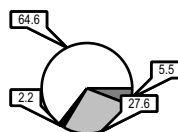
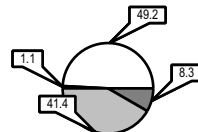
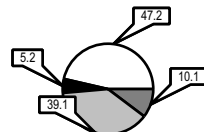
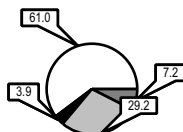
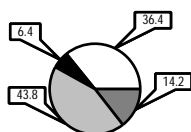
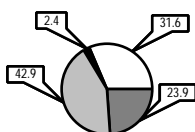
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

90.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	217	95.9	30.6	52.4	15.3	1.8	30.0	Yes	Yes
Gender									
Male	120	92.5	37.0	50.0	12.0	1.1	23.9	N/A	N/A
Female	97	100.0	23.1	55.1	19.2	2.6	37.2	N/A	N/A
Racial/Ethnic Group									
White	48	97.9	21.4	54.8	23.8	0.0	35.7	Yes	Yes
African American	114	94.7	32.6	52.8	13.5	1.1	30.3	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	53	96.2	37.8	45.9	10.8	5.4	21.6	I/S	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	197	99.5	28.1	53.8	16.3	1.9	31.9	N/A	N/A
Disabled	20	60.0	70.0	30.0	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	95.9	30.6	52.4	15.3	1.8	30.0	N/A	N/A
English Proficiency									
Limited English Proficient	52	96.2	37.8	45.9	10.8	5.4	21.6	I/S	Yes
Non-Limited English Proficient	165	95.8	28.6	54.1	16.5	0.8	32.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	192	96.4	31.4	52.9	13.7	2.0	28.1	Yes	Yes
Full-pay meals	25	92.0	23.5	47.1	29.4	0.0	47.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	217	96.3	33.5	45.3	14.1	7.1	32.4	Yes	Yes
Gender									
Male	120	93.3	35.9	41.3	14.1	8.7	31.5	N/A	N/A
Female	97	100.0	30.8	50.0	14.1	5.1	33.3	N/A	N/A
Racial/Ethnic Group									
White	48	97.9	16.7	54.8	16.7	11.9	47.6	Yes	Yes
African American	114	94.7	38.2	46.1	11.2	4.5	24.7	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	53	98.1	43.2	35.1	13.5	8.1	29.7	I/S	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	197	100.0	33.1	45.0	14.4	7.5	33.8	N/A	N/A
Disabled	20	60.0	40.0	50.0	10.0	0.0	10.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	96.3	33.5	45.3	14.1	7.1	32.4	N/A	N/A
English Proficiency									
Limited English Proficient	52	98.1	43.2	35.1	13.5	8.1	29.7	I/S	Yes
Non-Limited English Proficient	165	95.8	30.8	48.1	14.3	6.8	33.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	192	96.4	36.6	44.4	12.4	6.5	30.1	Yes	Yes
Full-pay meals	25	96.0	5.9	52.9	29.4	11.8	52.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	217	97.2	64.0	28.1	5.6	2.2	7.9
Gender							
Male	120	95.0	64.0	27.0	6.0	3.0	9.0
Female	97	100.0	64.1	29.5	5.1	1.3	6.4
Racial/Ethnic Group							
White	48	97.9	48.8	32.6	14.0	4.7	18.6
African American	114	96.5	70.5	26.3	2.1	1.1	3.2
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	53	98.1	65.8	26.3	5.3	2.6	7.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	197	99.5	63.1	28.8	5.6	2.5	8.1
Disabled	20	75.0	72.2	22.2	5.6	0.0	5.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	97.2	64.0	28.1	5.6	2.2	7.9
English Proficiency							
Limited English Proficient	52	98.1	65.8	26.3	5.3	2.6	7.9
Non-Limited English Proficient	165	97.0	63.6	28.6	5.7	2.1	7.9
Socio-Economic Status							
Subsidized meals	192	97.9	66.3	27.5	4.4	1.9	6.3
Full-pay meals	25	92.0	44.4	33.3	16.7	5.6	22.2

Social Studies							
All Students	217	97.2	48.9	41.6	8.4	1.1	9.6
Gender							
Male	120	95.0	51.0	39.0	9.0	1.0	10.0
Female	97	100.0	46.2	44.9	7.7	1.3	9.0
Racial/Ethnic Group							
White	48	97.9	39.5	41.9	16.3	2.3	18.6
African American	114	96.5	53.7	42.1	4.2	0.0	4.2
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	53	98.1	50.0	39.5	10.5	0.0	10.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	197	99.5	46.3	43.1	9.4	1.3	10.6
Disabled	20	75.0	72.2	27.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	97.2	48.9	41.6	8.4	1.1	9.6
English Proficiency							
Limited English Proficient	52	98.1	50.0	39.5	10.5	0.0	10.5
Non-Limited English Proficient	165	97.0	48.6	42.1	7.9	1.4	9.3
Socio-Economic Status							
Subsidized meals	192	97.9	50.6	41.9	6.9	0.6	7.5
Full-pay meals	25	92.0	33.3	38.9	22.2	5.6	27.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	68	98.5	26.4	45.3	28.3	0.0	28.3
	4	71	100.0	37.7	49.2	13.1	0.0	13.1
	5	84	100.0	41.4	48.6	10.0	0.0	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	94.2	24.1	38.9	31.5	5.6	37.0
	4	60	100.0	33.3	56.9	9.8	0.0	9.8
	5	88	94.3	33.8	60.0	6.2	0.0	6.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	68	98.5	17.0	64.2	15.1	3.8	18.9
	4	71	100.0	44.3	39.3	11.5	4.9	16.4
	5	84	100.0	24.3	50.0	18.6	7.1	25.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	95.7	29.6	46.3	14.8	9.3	24.1
	4	60	100.0	33.3	45.1	15.7	5.9	21.6
	5	88	94.3	36.9	44.6	12.3	6.2	18.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	68	98.5	50.9	43.4	5.7	0.0	5.7
	4	71	98.6	70.0	26.7	3.3	0.0	3.3
	5	84	100.0	57.1	35.7	5.7	1.4	7.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	98.6	64.9	22.8	8.8	3.5	12.3
	4	60	100.0	60.8	29.4	7.8	2.0	9.8
	5	88	94.3	65.7	31.4	1.4	1.4	2.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	68	98.5	37.7	58.5	3.8	0.0	3.8
	4	71	98.6	30.0	66.7	3.3	0.0	3.3
	5	84	100.0	45.7	41.4	10.0	2.9	12.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	98.6	45.6	43.9	10.5	0.0	10.5
	4	60	100.0	41.2	47.1	11.8	0.0	11.8
	5	88	94.3	57.1	35.7	4.3	2.9	7.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 560)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.0%	Up from 3.6%	3.8%	2.8%
Attendance rate	95.3%	Up from 94.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%	Up from 3.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%	Up from 3.6%	0.0%	0.0%
Eligible for gifted and talented	2.6%	No change	3.8%	10.4%
On academic plans	46.5%	N/AV	48.9%	33.6%
On academic probation	1.2%	N/AV	2.6%	1.0%
With disabilities other than speech	6.4%	Down from 7.2%	7.2%	7.5%
Older than usual for grade	2.0%	Down from 2.7%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 52)				
Teachers with advanced degrees	48.1%	Up from 45.5%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.8%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	5.6%	Up from 2.9%	2.8%	0.0%
Teachers returning from previous year	81.0%	Down from 83.7%	83.2%	87.3%
Teacher attendance rate	94.1%	Down from 94.2%	94.6%	94.9%
Average teacher salary	\$38,191	Up 1.3%	\$41,286	\$42,485
Prof. development days/teacher	15.7 days	Up from 13.1 days	14.7 days	13.3 days
School				
Principal's years at school	1.0	Down from 10.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.5 to 1	16.4 to 1	18.6 to 1
Prime instructional time	87.5%	Down from 87.8%	88.5%	89.7%
Dollars spent per pupil*	\$6,491	Up 18.6%	\$7,752	\$6,557
Percent of expenditures for teacher salaries*	64.9%	Down from 72.1%	60.4%	64.0%
Percent of expenditures for instruction*	71.7%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-2006 school year at Midland Park Elementary focused on improving student achievement, achieving Adequate Yearly Progress, increasing parental involvement, increasing parental and teacher interactions, and enhancing classroom instructional strategies through staff development in technology, brain research, reading strategies, and more. Midland Park Elementary was named a Palmetto Silver Award Winner for growth in test scores from the 2004-2005 school year. To support this achievement, we utilized the services of the Math, Literacy, and Teacher Coaches. We also continued the HOSTS program (Help One Student To Succeed), which involved over 100 mentors who provided identified students with an additional 160 minutes per week of one-on-one instruction. We continued the use of the Everyday Counts Calendar Math Program and the 6+1 Traits of Writing model. In the spring, we implemented RIT Band Instruction in grades 2-5 and continued the use of Walk to Read in grade 1. We were proud to host two Math Bowls this year with the second being a competition with a neighboring elementary school. Title I funding provided Supplemental Educational Services to further reinforce the reading and mathematics standards.

Teachers met weekly in teams to discuss the Coherent Curriculum, instructional practices, and analyze data such as common assessments, Measures of Academic Progress, and Dynamic Indicators of Basic Early Literacy Skills. Instructional coaches also assisted teachers in setting SMART goals and refining instructional calendars.

Opportunities for parental involvement were established through the continuation of family nights, Parent University, PTA, school functions such as Pizza Inn nights, the Spring Carnival, and open invitations for all parents to attend School Improvement Council Meetings. Communication with parents was sent home in both English and Spanish to inform all parents of school activities. We also launched the first few publications of the Dolphin Splash, a newsletter designed to inform parents and recognize student and staff achievements. We also continued partnerships and involvement with the BOWS (Beyond Our Walls) volunteer program and the services of an AmeriCorps team.

Midland Park teachers and staff met several times throughout the year with faculty and staff from Pepperhill Elementary, A.C. Corcoran Elementary, and Orange Grove Elementary. This gave teachers and support staff members a chance to discuss various educational issues. All staff members were also provided continued support and training in working with challenging behaviors and continued implementation of the Positive Behavior Support model.

We believe that our goals can be achieved through the continued partnership between parents, staff, and community volunteers. We welcome everyone to become involved and ask those who did not have the opportunity to become involved this school year to visit the school and let us know how you would like to assist in helping our students to continue to succeed.

Mr. Robert Candillo, Principal

Mr. Orin Barnum, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	72	75
Percent satisfied with learning environment	82.1%	85.7%	84.7%
Percent satisfied with social and physical environment	76.9%	87.3%	72.6%
Percent satisfied with school-home relations	43.6%	83.3%	74.7%

*Only students at the highest elementary school grade level at this school and their parents were included.